



**English Language Preparatory
Program (ELPP)**

Student Handbook

2024-2025

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1. Message from the Director

Welcome to the MEF University School of Foreign Languages (SoFL)! You are here to immerse yourself in a student-centred domain of language acquisition and benefit from daily communication with your instructors and classmates. Imagine gaining practical language skills that not only set you up for future careers but empower you to lead, negotiate, and innovate!

Our team of multicultural teachers is here to guide and inspire you. We believe in your potential for autonomous learning, and we are passionate about using technology to enhance your experience. Our instructional approaches centre around the efficacy of active and communicative learning techniques. This is why we expect you to be eager to collaborate, share and take initiative to use only the target language in your lessons.

At SoFL we will assist you to embrace the Flipped Learning approach, where you will be the center of your learning process. Challenges become opportunities, and growth becomes a mindset. We welcome you to the community that is not just about education but about embracing languages as part of your life.

At SoFL, it is not just about classes – it is about the languages you will experience and become passionate about. You are here to immerse yourself in general and academic English, and, if you are willing to do so, explore other fascinating foreign languages during your faculty studies. This is your chance to expand your horizons, connect with different cultures, and become a true global citizen.

Are you ready to embark on this exciting journey? Let MEF University SoFL be your starting point. Here, languages become more than words – they become your path to success and self-discovery. Get ready to shape your future through language!

Sincerely,

Vladlena Tcherkachina (tcherkachinav@mef.edu.tr),
Director, School of Foreign Languages

2. Mission, Goal, Strategies, Values and Beliefs

Mission

Effective Communication

MEF SoFL's mission is to equip learners with the language proficiency necessary to express themselves effectively and appropriately. MEF SoFL aims to provide the additional language skills which will enable students to succeed in their academic studies.

Growth and Independence

MEF SoFL aims to cultivate critical and analytical thinking skills, nurturing autonomous learners who actively engage with their education. MEF SoFL encourages a positive attitude towards lifelong learning, while ensuring competency in essential technological tools.

Navigating University Life

MEF SoFL strives to help learners transition into university life. MEF SoFL academic staff's support extends beyond language acquisition to include coping strategies for the demands of academic study during their initial years. By fostering resilience and adaptability, MEF SoFL prepares students to thrive in their new environment.

Goal

MEF SoFL's primary goal is to prepare students for their faculties by equipping them with the English language as a tool for communication, collaboration, learning, and effective research. This

entails cultivating competence in language use that enables students to interact proficiently with both native and non-native speakers in real-life situations. MEF SoFL provides an English language immersion environment both in the classroom and throughout the School of Foreign Languages (SoFL) to facilitate their attainment of threshold B2 level proficiency. MEF SoFL trains its students in the use of digital tools relevant to their future academic pursuits and strives to enhance students' awareness of the learning process and modern learning strategies, by fostering the ability to set personal goals and monitor their own progress, and by promoting learner autonomy. Additionally, MEF SoFL aims to develop students' academic skills and ability to think critically, to ensure their readiness for their respective faculties while supporting their social and emotional development.

Strategies

To achieve our mission-related goals, MEF SoFL uses the following strategies.

1. Mixed Curriculum with Focus on Speaking:

MEF SoFL employs a mixed curriculum with an emphasis on speaking skills. MEF SoFL uses an integrated approach to teaching and learning the target language and employs aspects of flipped learning in all our courses.

2. Varied Methodological Approaches:

MEF SoFL takes a principled eclectic approach regarding methodology. MEF SoFL takes a competence-based approach involving grammar, vocabulary, and pronunciation. Interaction is both a means and goal. This blends into a task-based approach as the student progresses towards the pre-faculty level.

3. Active Communication and Participation:

MEF SoFL emphasises active communication and participation in scenarios that are realistic for our learners' context. Speaking practice is prominent. As MEF SoFL, we aim for an appropriate balance between accuracy-focused and fluency-focused activities.

4. Use of Established Frameworks:

MEF SoFL uses the Global Scale of English and CEFR as guides for the learning objectives and to benchmark student achievement. MEF SoFL uses EAQUALS guidelines to help standardise quality control of all processes throughout the department.

5. Alignment and Integration of Courses:

The courses throughout MEF SoFL are aligned and integrated.

MEF SoFL aims for cooperation and open communication across all units to achieve our goals.

6. Ongoing Review and Renewal:

MEF SoFL curricula, syllabi, and assessments are subject to ongoing review and renewal, and feedback from relevant stakeholders is sought during this process. Assessment procedures reflect and support the communicative and skill-based orientation to teaching and learning. Assessment as learning is part of the process.

7. Target Language Only Policy:

MEF SoFL employs a target language only policy in our teaching and within the social environment of the SoFL.

8. Utilisation of Digital Resources:

MEF SoFL employs a variety of digital resources to enhance learning and build confidence with educational technology. MEF SoFL assigns online work to promote learner autonomy which assists with long-term knowledge retention processes.

9. Collaborative Learning:

Maximum use is made of pair and group activities in which students complete tasks collaboratively.

MEF SoFL also integrates project work into all the programs: the ELPP, EAP and SFL.

10. Role of Teachers as Facilitators:

As MEF SoFL teachers, we aim at serving as facilitators of learning rather than as presenters of information. We provide scaffolding and continuous support, and differentiate tasks where needed.

11. Practical and Functional Skills Development:

There is a consistent focus throughout on learning English and other languages to develop practical and functional skills, rather than as an end in itself. Doing projects, peer instruction, correction, and feedback are integral parts of the process.

12. Support for Understanding Activities:

Where possible, we provide models to help students understand activities better. Language is taught in a clear context. Recycling language is essential for acquisition.

13. Acknowledgment of Differing Learning Style Preferences and Strategies:

MEF SoFL acknowledges that students may have preferences for different learning styles, and may benefit from varied learning strategies, so we expose students to different teachers, styles, and types of resources. We are prepared to differentiate tasks when that benefits our students.

14. Encouraging Reflective Learning:

MEF SoFL encourages learners to reflect on their performance and progress and set their own learning goals, thinking critically, analysing, creating, and self-evaluating.

15. Use of Materials:

MEF SoFL values high quality materials that are level appropriate and clearly contextualise the language.

Values and Beliefs

Teachers

MEF SoFL recognizes that language learning is rarely a one-size-fits-all experience, and we are ready to adapt our teaching to provide the best possible support for individual students. We prefer evidence-based pedagogy but maintain an open mind regarding methods and techniques for guiding and supporting language learning. Realistic and communicative uses of language are prioritised in our classrooms, with a balance between accuracy-focused and fluency-focused activities.

We understand that thorough knowledge of the target language and sound methodology contribute to successful teaching and learning. We are convinced that methodical planning and preparation lead to greater learner achievement and satisfaction.

We appreciate the need for clear progression from one lesson to another, with reference to the planned learning outcomes. We recognize that remedial work may be necessary to address areas where language development is progressing more slowly. There is flexibility within the framework of a syllabus if learning outcomes are achieved.

We value the learning-centred classroom, the various roles played by teachers and learners, and their related modes of interaction. We believe that providing constructive and timely feedback gives students a clear idea of their progress.

Learner training is key to the success of students at university, and independent online work promotes learner autonomy and self-organisation. These skills support our belief in the value of lifelong learning and development.

We recognize the importance of foreign language learning in cognitive development.

We understand the importance of self-reflection and openness to feedback as essential for developing as a teacher.

We believe in building teacher-student relationships where learners feel valued, find the teacher approachable, and trust that their concerns will be listened to. We are ready to improve our teaching practices to provide the best possible support for learners with learning difficulties or other disadvantages.

We believe that learning is more effective when learners are aware of their aims and the progress they are making. We are ready to consult learners and involve them in the planning process, prompting feedback and adapting activities in response. We believe that learners learn more effectively if they are actively involved in decisions about the learning process and are encouraged to participate.

We believe that target language immersion is of great benefit to our learners, and therefore, an English-only policy has been adopted in our department.

We encourage open communication and supportive collaboration.

We believe in the educational value of language learning and understanding other cultures.

We aim to provide an encouraging, welcoming, and unbiased environment where our learners feel free to offer their opinions. With this in mind, teachers should aim for political neutrality regarding materials chosen and directions given.

We support taking initiative and volunteering.

Management/Administration Team

We believe that the main role of administration is to support teachers in delivering high-quality teaching. By maintaining efficient systems and infrastructure, administrators create a conducive environment where teachers can excel. This collaborative effort ensures that students receive the best possible educational experience every day, fostering their growth and success.

Our aim is to provide all staff with a professional and organised workplace that offers opportunities for personal and professional learning and development. Our professional development is ongoing and utilises an evidence-based approach to improve all aspects of the program.

We are committed to fostering an open and inquisitive culture to support institutional learning. We contribute to the maintenance and improvement of English within the university as a whole.

We believe that assessment is an integral part of learning and teaching, and it should be designed and implemented in a fair, transparent, and coherent manner.

We strive to be fair in all our interactions and decisions. Decision-making will be as transparent as possible while maintaining confidentiality in personal matters.

We believe in open collaboration across units and candid communication between departments.

We are committed to playing an active role in Turkey's higher education landscape and on the global stage. This commitment drives us to actively engage in professional development events and empower our management and teaching teams to share their best practices with the MEF SoFL team and other esteemed institutions worldwide.

Students

We expect our learners to participate fully in class, support their classmates, collaborate in group

projects and contribute to the development of MEF SoFL operation by sharing their honest feedback.

At MEF SoFL, we aim at helping learners become organised, autonomous learners.

We expect our students to act with respect, honesty, integrity, and fairness in their interactions with all members of our community, regardless of age, race, cultural affinity, gender, sexual orientation, disability, religion, or political stance.

We aim to develop a sense of responsibility, openness to feedback, and the ability to self-reflect.

3. Policies and Procedures

3.1 Equal Opportunities Policies

3.1.1 MEF University School of Foreign Languages Anti-discrimination and Inclusion Policy

The School of Foreign Languages stands by the principles of equality, diversity, and inclusion in the workplace and academic environment in line with the Law on Higher Education (March 2000). To this end we recruit, support and develop staff, and accept, support and guide students regardless of sex, sexual orientation, gender or gender identity, age, race, ethnicity, nationality, language, religion, disability, class, appearance, or political affiliation.

3.1.2 Welfare, Harassment and Bullying Policy

MEF University School of Foreign Languages is committed to providing an environment that is free from harassment or bullying in any form, physical, verbal, or indirect.

3.1.3 Safeguarding Policy

We strive to provide a safe and healthy environment for students to participate in their university life, and to this end aim to recognise if and when a student is in need of support or assistance outside the sphere of their academic endeavors, and to direct any such students to the MEF University Psychological Counselor.

3.2 Rights and Procedures

The regulatory procedures and principles related to education within the MEF ELPP can be found on the university's website:

https://3fcampus.mef.edu.tr/uploads/cms/webadmin.mef.edu.tr/4833_1.pdf

The university complies with the Council of Higher Education's (YÖK) guidelines related to complaints, and disciplinary and appeals procedures. These guidelines can be found in the appendix of this handbook (Appendix 1).

It is the responsibility of each student to make themselves familiar with these documents.

3.3 AI Policies

MEF University has an AI policy that describes the school's approach to this exciting area of educational technology, including details about acceptable use of AI tools by students. The policy may be found [here](#).

MEF SoFL has a department-specific AI policy which details expected student use of these tools and disciplinary procedures for cheating. It may be viewed [here](#) and read in Appendix 2. In short, the policy states:

- Use AI and Language Learning Models (LLMs) ethically in coursework
- Always cite any AI or LLM use in submitted work
- Do not use these technologies for cheating or plagiarism
- Submitted work significantly exceeding baseline quality (based on the student's diagnostic writing sample) may be reviewed
- Violations can result in:
 - Zero grade for the assignment
 - Warnings
 - Disciplinary action
- Use AI and LLMs responsibly
- Seek guidance when unsure about proper use

4. Equals Accreditation

In March 2022, MEF University School of Foreign Languages was visited by Equals Accreditation inspectors and was found to have met all of the high standards covered by the accreditation scheme. The scheme evaluates the following twelve areas of operation across all three programs under the School of Foreign Languages (English Language Preparatory Program, Faculty English Program, and Second Foreign Languages Program):

- Management and Administration
- Quality Assurance
- Communication with Staff
- Communication with Students and Clients
- Course Design and Supporting Systems
- Teaching and Learning
- Assessment and Certification
- Academic Resources
- Student Services
- Staff Profile and Development
- Staff Employment Terms
- Learning Environment

Equals is a leader in accreditation for language teaching organisations across the globe and has been accrediting language teaching programs since 1991.

The Equals Certificate of Accreditation awarded to MEF University School of Foreign Languages can be found in the Appendices of this handbook, along with the 'Equals Guarantee for Language Centres' and the 'Equals Guarantee for Students'.

In July 2024 MEF University School of Foreign Languages successfully completed the mid-cycle Equals Self-Assessment stage and will undergo its next Equals inspection in 2026.

5. Staff

School of Foreign Languages staff members:

Vladlena Tcherkachina	Director, School of Foreign Languages (SoFL)
Robin Foggo	Associate Director for Curriculum and CPD, SoFL

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NOTE: All information in this handbook was correct at the time of writing. Students must follow communication through the MEF University email system and Blackboard announcements for any changes.

Christopher Sanders	Associate Director for Assessment, SoFL
Joel Compton	Associate Director for Faculty English, SoFL
Darya Karateyeva	Coordinator for Second Foreign Languages, SoFL
Robin Kosseff	Coordinator of the Writing and Speaking Centre, SoFL
Mariyana Akeel	Curriculum Coordinator, ELPP
Mahdis Rostamzadeh	CPD Coordinator, ELPP
Jeremy Simms	Assessment Coordinator, ELPP
Jennifer Thorson	Assessment Coordinator, ELPP
Agnieszka Konturek	Coordinator, Assessment and Faculty English, SoFL
Eylem Yavuzcan	Admin Operations Coordinator, SoFL
Neslihan Özbek	Student Operations Coordinator, SoFL
Andrew Nightingale	Instructor and Level Head, ELPP
Yeşim Çeküç	Instructor and Level Head, ELPP
Marjan Ashtari	Instructor and Assessment Specialist, ELPP
Rosario de Vera Untalan	Instructor and Assessment Specialist, ELPP
Ofelia Mancas	Instructor, ELPP and Faculty English, and CPD Specialist
Ahmet Şerifi	Instructor, ELPP and Faculty English
Behnaz Ebrahimzadeh	Instructor, ELPP and Faculty English
Kamal Akeel	Instructor, ELPP and Faculty English
Rustam Bakhtiyarov	Instructor, ELPP and Faculty English
Ahmad Nakar	Instructor, ELPP and Faculty English
Ayham Aljerk	Instructor, ELPP and Faculty English
Aslıhan Ağdanlı	Instructor, SoFL, Spanish
Burcu Cüstan Sezer	Instructor, SoFL, Italian
Osman Tayfun Fakiroğlu	Instructor, SoFL, French
Rimma Nikolayeva	Instructor, SoFL, Russian
Banu Çakıroğlu	Instructor, ELPP
Betül Sağıroğlu	Instructor, ELPP
Ceyda Cankat	Instructor, ELPP
Charlotte Willicombe	Instructor, ELPP
Deniz Barutçuoğlu	Instructor, ELPP
Derya Bingör	Instructor, ELPP
Ece Bektaş	Instructor, ELPP
Eda Bostancı	Instructor, ELPP
Emre Kaya	Instructor, ELPP
Foad Yamini	Instructor, ELPP
Güzel Kassymova	Instructor, ELPP
Katarzyna Stopa	Instructor, ELPP
Mahsa Toosi	Instructor, ELPP
Merve Öztürk Gayretli	Instructor, ELPP
Rachel Kriss	Instructor, ELPP
Reza Mousavi	Instructor, ELPP
Ridvan Pala	Instructor, ELPP
Şebnem Usluer Arsal	Instructor, ELPP
Seda Bozkır	Instructor, ELPP
Sherrie Yaghoubi	Instructor, ELPP
Tim Hallam	Instructor, ELPP
Yağız Erdemir	Instructor, ELPP
Yeşim Hamzalar	Instructor, ELPP

6. Academic year calendar

(Note: all dates were correct at the time of writing but may be subject to change.)

English Language Preparatory Programme (ELPP)

Prep courses run over four thirty-eight-day modules and a summer school. Module dates for the academic year 2024-2025 are:

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- Module 1: 16th September – 11th November 2024
- Module 2: 19th November 2024 – 21st January 2025
- Module 3: 4th February – 27th March 2025
- Module 4: 7th April – 2nd June 2025
- Summer School: 17th June – 29th July 2025 (30 days, 5 hours per day)

Tuesday 3 rd Sept:	First-round Placement Test
Wednesday 4 th Sept:	Versant English Placement Test (online VEPT)
Thursday 5 th Sept:	Versant English Placement Test (online VEPT)
Tue 10 th – Thu 12 th Sept:	Pre-L1 course
Monday 16 th Sept:	Module 1 begins
Monday 16 th Sep:	ELPP orientation
Tuesday 17 th Sep:	ELPP orientation
Tues 29 th Oct:	Republic Holiday. No classes
Monday 11 th November:	Last day of Module 1
Tuesday 19 th November:	Module 2 begins
Mon 23 rd – Wed 1 st Jan:	Non-teaching days. No classes
Tuesday 21 st Jan:	Last day of Module 2
Thursday 23 rd January:	Proficiency exam (VEPT)
Tuesday 4 th February:	Module 3 begins
Thursday 27 th March:	Last day of Module 3
Monday 7 th April:	Module 4 begins
Wed 23 rd April:	Children's Day. No classes
Thursday 1 st May:	Labour and Solidarity Holiday. No classes
Monday 19 th May:	Atatürk, Youth and Sports Holiday. No classes
Monday 2 nd June:	Last day of Module 4
Wednesday 4 th June:	Proficiency exam (VEPT)
Tuesday 17 th June:	Summer School begins (30 days, five hours per day)
Tuesday 15 th July:	Democracy and National Unity Day
Tuesday 29 th July:	Last day of Summer School
Thursday 31 st July:	Proficiency exam (VEPT)

7. Placement testing

The aim of MEF University Preparatory Program English Language Testing is to determine whether the students' English is at a level that will enable them to follow and actively participate in the courses offered in their faculties. The tests are offered in a two-tier system.

7.1 Placement Test (First-round Test)

The Placement Test, which will take place 3 September 2024, 10:00 AM at MEF University on campus face to face in Maslak, is a paper-based test containing 80 multiple-choice questions. The class in which students will take the exam will be announced under the Announcements title on the university website and via MEF e-mail addresses. On the exam day, students must be present in the assigned exam class for an ID check at 09:30 in the morning. The students have 80 minutes to answer questions, which cover grammar, vocabulary, listening, and reading. Based on the results of the placement test students are either eligible to proceed to the second test or are placed in Level 1 or Level 2 of the English Language Preparatory Program. Students who do not take this initial test are automatically placed in Level 1 and will be unable to enter the faculty directly. Students who have a sufficiently high score on the placement test continue on to take the proficiency test. Score bandings on this test are as follows:

First Round Placement Test (0 - 80)	CEFR	ELPP level
0 – 52	A2	Level 1
53 – 68	A2+	Level 2
69+	>A2+	VEPT-Second Round Placement Test

7.2 Pre-Level 1 free course

Students who score below 25 on the First Round Placement Test will be eligible to take a free 12-hour 'Pre-Level 1' course, which will run four hours per day, for three days before the start of Module 1.

The course is free and is designed to help those students with very little or no English, to grasp the basics so that they are ready to cope with Level 1. Students will learn the basic structure of the language as well as the essential vocabulary they need to make sense of what is expected in Level 1.

The course covers the following areas:

Greetings

Alphabet

Numbers 1-100

Classroom Language

Basic Adjectives

Common Verb Collocations

Question Words

Introducing Yourself

Present Simple

Students are allowed not to take the First Round Placement Test under **one condition**. Prior to the First Round Placement Test they receive a Google Form which asks for a confirmation of their level. If they confirm the text below and take the responsibility not to be tested and start their learning journey from the lowest level at the English Language Preparatory Program, they will be exempt from the First and Second Round tests and will be placed directly into a Level 1 class (Elementary).

I confirm that I want to start the English Preparatory Program from the lowest level and will not take the Placement exam. I am aware that by confirming this form I will not be able to change my level and will be placed into the lowest level.

Those students who do not fill in the abovementioned form MUST go through the Placement test procedure.

7.3 Versant English Placement Test (Proficiency Test)

Those candidates who achieve a score of 69 or more in the MEF ELPP placement test will go on to take the Pearson Versant English Placement Test (VEPT). This test will determine whether students should enter the Preparatory Program at Level 2, Level 3, Level 4, or Pre-Faculty Level, or whether they have sufficient English to enter their faculty program.

The VEPT is a 50-minute computer-based test with nine sections. It tests reading, writing, listening, and speaking and is aligned to the Council of Europe's Common European Framework of Reference. Scores range from 20 to 80.

The following is a link to a demo version of the test, which shows what kind of questions appear in each part of the test: <https://www.pearson.com/languages/hr-professionals/versant/versant-test.html#/vept>

Here is the VERSANT preparation guide: https://drive.google.com/file/d/1vdW2_MP-DciA42lpd63DShn09OMe1yoS/view?usp=sharing

Note: **Only scores from the test given at MEF Campus in Maslak or from the online VEPT run by MEF University will be accepted.**

See below for score bandings and MEF ELPP alignment.

VEPT (20 – 80)	ELPP Level/Faculty
41 or less	Level 2
42 – 47	Level 3
48 – 51	Level 4
52 – 55	Pre- Faculty
56+	Faculty

7.4 Level changes

If a student feels that they have been placed in the incorrect level they must submit a petition to the ELPP admin office within the first four days of classes. Based on instructor input, the student will then be asked to complete a timed piece of writing, and have a spoken interview with a member of the ELPP Academic Management Team. Based on this evidence, a decision will be made as to whether the student should be moved to a different level or remain in the same level. This decision is final and can only be made in Module 1 after the placement exams. Level changes will be effective from the sixth lesson of Module 1. There will be no level changes made after this.

7.5 External Exams accepted

If a student is able to present any of the following external exam results and certificates, they are exempt from Round One and Round Two of ELPP placement testing and can enter their Faculty programme immediately:

Exam	Result	Taken within...
TOEFL IBT	80 (minimum 20 in each section)	...the last two years
CPE	C	...the last three years
CAE	B	...the last three years
YDS/e-YDS	67	...the last five years
PTE-Academic	59	...the last three years

8. ELPP structure and levels

The goal of the ELPP is to ensure students achieve an acceptable level of English in order to succeed in completing their undergraduate education. Students receive 20 hours per week of class-based instruction and must complete online tasks before and after class each day. As part of the 20 hours, students may also have tutorials with instructors to focus on specific needs - in small groups, individually, or as a class.

8.1 Educational philosophy

MEF University's School of Foreign Languages' educational philosophy is to provide unbiased, inclusive, supportive, innovative and student-centred instruction of foreign languages in a stress-free learning environment. The ELPP strives to prepare its students for their faculty studies and

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future careers efficiently, utilising the best practices in the fields of educational technology and language teaching.

SoFL instructors work with dedication and passion to address students' individual needs effectively and provide them with equitable access to high-quality learning opportunities despite differences in their demographic and socioeconomic backgrounds.

SoFL students are given a chance to learn both from and with their instructors from a wide variety of countries and gain inspiration from their diverse teaching experiences to become more confident, adaptable, creative individuals well-equipped with critical thinking, analytical, communicative and interpersonal skills.

8.2 Description of methodological approach:

MEF University is the first university in the world to use the Flipped Learning approach across all programs including SoFL.

At the beginning of every academic year, SoFL students go through the orientation program to be familiarised with the Flipped Learning approach, which is based on the three main stages listed below.

Flipped Learning Stages	Bloom's Taxonomy correlation	Implementation in SoFL
Pre-class stage (individual space)	Remembering, Understanding	Tasks are given to students to work on at their own pace before class to help them have exposure to and learn the basics about topics that will be covered in class.
In-class stage (group space)	Analysing, Applying	Teachers address students' questions they came up with in the individual space in class and run various interactive activities which aim at analysing concepts and applying theory in practice.
Post-class stage (project work, task-based learning, research projects, presentations etc.)	Evaluating, Creating	Students are given productive tasks or projects to work on after class to show how well they understood the concepts they learnt and if they are able to use them practically.

As a result, the individual learning space of the first stage combined with the group learning space of the second stage helps students be proactive, address topics they do not understand and find answers in a collaborative learning environment where teachers facilitate learning and encourage students to work on their analytical and communicative skills. The third stage is a chance for students to explore their creativity further and apply their practical knowledge actively working with their peers.

In tandem with the Flipped Approach, ELPP is committed to helping students achieve language proficiency through a communicative approach that integrates skills and language work both online and face to face. Classroom materials and activities are chosen to promote authentic, personalised and meaningful communication between all learners and instructors while extensive reading is actively encouraged. We promote learner training and learner autonomy at all levels of the program and help the learners transfer their skills and knowledge to real-life academic situations.

8.3 Structure – Modular System

The MEF English Language Preparatory Program uses a modular system which consists of four 38-day modules and one summer module. After 38 days of instruction, students have a short break before the next module starts.

There are five levels: Level 1 – Pre-Faculty Level. If a student starts from Level 1, for example, that student has the opportunity to finish all five levels by the end of Summer School, although it is possible that they will need to return to the ELPP in their second year to complete the Levels. In the 2020-2021 academic year 75% of students who started at Level 1 completed all ELPP Levels in one year. 25% returned to complete their ELPP studies in the second year.

This is to be expected, as progressing from A1, or in some cases pre-A1, to a B2 threshold level in ten months is not easy for many learners and is why it is possible to have up to two years in a university English preparatory program in Turkey.

Students who start the ELPP at Level 1 and pass all levels successively to reach Pre-Faculty Level at the start of Summer School are entitled to free Summer School. All other students must pay for Summer School should they choose to attend.

8.4 Description of levels

Students are placed in one of the five levels based on their results from the Placement Testing at the beginning of the academic year. In order for a student to complete the English Language Preparatory Program and begin their faculty studies, that student must successfully complete Pre-Faculty Level. Any student that completes Pre-Faculty Level mid-semester (at the end of Module 1 or the end of Module 3) has the opportunity to take elective courses in the second half of the semester (Module 2 and Module 4). Students who successfully complete Pre-Faculty in Module 1 or Module 2 can start their faculty programme at the start of the second semester.

Level 1 – Students who do not have any or have very little knowledge of English (CEFR pre-A2 and A2) are placed in this level at the beginning of the academic year. Students who start the ELPP at this level must pass Level 1, Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 1, students will be expected to be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce him/herself and others, and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level 2 – Students who have a basic knowledge of English (CEFR A2+) are placed at this level. Students who start the ELPP at this level must pass Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 2, students will be expected to be able to:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Level 3 – Students whose English level is at Intermediate (CEFR B1) are placed at this level. Students who start the ELPP at this level must pass Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 3, students will be expected to be able to:

- Understand the main points of clear standard input on familiar topics regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the English language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Level 4 – Students whose English level is at low Upper-Intermediate (CEFR B1+) are placed at this level. Students who start the ELPP at this level must pass Level 4 and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 4, students will be expected to be able to:

- Understand the main ideas of complex texts and identify particular viewpoints of the writers.
- Communicate comfortably and expressively in general social situations.
- Display a developing competence in the expression of opinions, views and ideas, both written and spoken.

Pre-Faculty Level – Students whose English level is at Upper-Intermediate (CEFR threshold B2) are placed at this level. Students who start the ELPP at this level must pass Pre-Faculty Level to complete the program.

Upon successful completion of Pre-Faculty Level, students will be expected to be able to:

- Listen to and understand a live or recorded lecture or presentation and take effective notes
- Construct a basic academic argument, and use strategies to manage a conversation
- Give an academic presentation using an outline or notecards
- Understand academic texts written for a general audience
- Write a variety of academic-style paragraphs and summaries

9. Materials

9.1 Course books

MEF ELPP uses course materials published by Pearson. Course materials are alternated each module to allow students access to a variety of resources, and to avoid repeating the same materials in the next module.

Course books and online materials codes must be purchased at the beginning of the academic year. The University has negotiated specially discounted prices and materials are sold in level-specific packages. This means that there is only one payment to be made at the beginning of the academic year. Prices for students beginning at each of the five ELPP levels are as follows:

Starting at Level 1: 7140 TL

Starting at Level 2: 6090 TL

Starting at Level 3: 5065 TL

Starting at Level 4: 4015 TL

Starting at Pre-Faculty Level: 2990 TL

Once students know their starting level in ELPP, they will be able to order and pay for their books online through this link on Çağlayan bookshop's website:

https://www.caglayan.com/MEF_ELT.aspx

NB: Students will not receive all of their books at the beginning of the year. They will receive the relevant book(s) at the beginning of each module.

It is *essential* that students purchase these packages as they include unique codes which students

will need for the online elements of their ELPP courses. Pirated or second-hand course books will not have these codes, and Level 1 – 4 students will automatically miss out on up to three percent of their course grade.

9.2 Online practice materials

Students must complete online practice activities throughout the L1 – L4 courses. These are accessed through Pearson’s MyEnglishLab and are compatible with a computer, tablet or smartphone. Instructions for how to access the materials will be given at the start of each module.

In addition, students at Levels 3, 4, and Pre-Faculty must complete a certain number of online reading texts and activities each week. These texts are accessed through Globed’s Achieve3000 platform. This extra reading practice not only helps to further develop general reading skills and vocabulary, but also provides exposure to some faculty-specific language. Students should access articles related to their faculty studies by using the search feature in Achieve3000.

Both Pearson’s MyEnglishLab and Globed’s Achieve3000 require unique codes in order for students to be able to access them. These codes are ONLY available as part of the materials packages which must be purchased using the link on the Çağlayan bookshop website at the beginning of the academic year.

Video projects are also part of assessment at Levels 1 - 4. For these, many instructors use Flipgrid (<https://info.flipgrid.com/>), so we advise students to create accounts on this platform (it’s free).

Many activities in class involve using online materials or apps, so make sure you bring a device with you to lessons. For many of these online activities, a smartphone screen is too small, so it’s recommended that students bring a tablet, laptop, or notebook.

All ELPP levels will have at least one day per week online. It is essential that students have a reliable laptop or desktop computer at home for this purpose. Computers must be equipped with a good quality camera and microphone, and we strongly advise the use of good quality headphones with a built-in microphone. It is also the students’ responsibility to ensure reliable internet connection.

There are also videos and activities that students must watch and complete before class, vocabulary tests, and end of unit tests. These are accessed through students’ course content folders in Blackboard. Instructions for how to access Blackboard will be given at the start of the academic year. Students will be added to the relevant course at the beginning of each module.

Level at start of Module 1	Materials	Result	Level at start of Module 2
L1	Roadmap A2	Fail	L1
		Pass	L2
L2	Roadmap A2+	Fail	L2
		Pass	L3
L3	Roadmap B1	Fail	L3
		Pass	L4
L4	Roadmap B1+	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap (L1s) Reading&Writing,	Fail	Pre-Faculty

	Listening&Speaking	Pass	Electives
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Level at start of Module 2	Materials	Result	Level at start of Mod 3
L1	Speak Out A2	Fail	L1
		Pass	L2
L2	Speak Out A2+	Fail	L2
		Pass	L3
L3	Speak Out B1	Fail	L3
		Pass	L4
L4	Speak Out B1+	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap (L2s) Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty in Sept.

Level at start of Module 3	Materials	Result	Level at start of Level 4
L1	Roadmap A2	Fail	L1
		Pass	L2
L2	Roadmap A2+	Fail	L2
		Pass	L3
L3	Roadmap B1	Fail	L3
		Pass	L4
L4	Roadmap B1+	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap (L1s) Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty in Sept.

Level at start of Module 4	Materials	Result	Level at start of Summer School*
L1	Speak Out A2	Fail	L1
		Pass	L2
L2	Speak Out A2+	Fail	L2
		Pass	L3

L3	Speak Out B1	Fail	L3
		Pass	L4
L4	Speak Out B1+	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap (L2s) Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

* Levels 3, 4 and Pre-Faculty Level are offered for Summer School but will only run if a minimum of 10 students register.

Level at start of Summer School*	Materials	Result	Level at start of new academic year
L1	Roadmap A2	Fail	L1
		Pass	L2
L2	Roadmap A2+	Fail	L2
		Pass	L3
L3	Roadmap B1	Fail	L3
		Pass	L4
L4	Roadmap B1+	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap (L1s) Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

* Levels 3, 4 and Pre-Faculty Level are offered during Summer School but will only run if a minimum of 10 students register.

10. Assessment

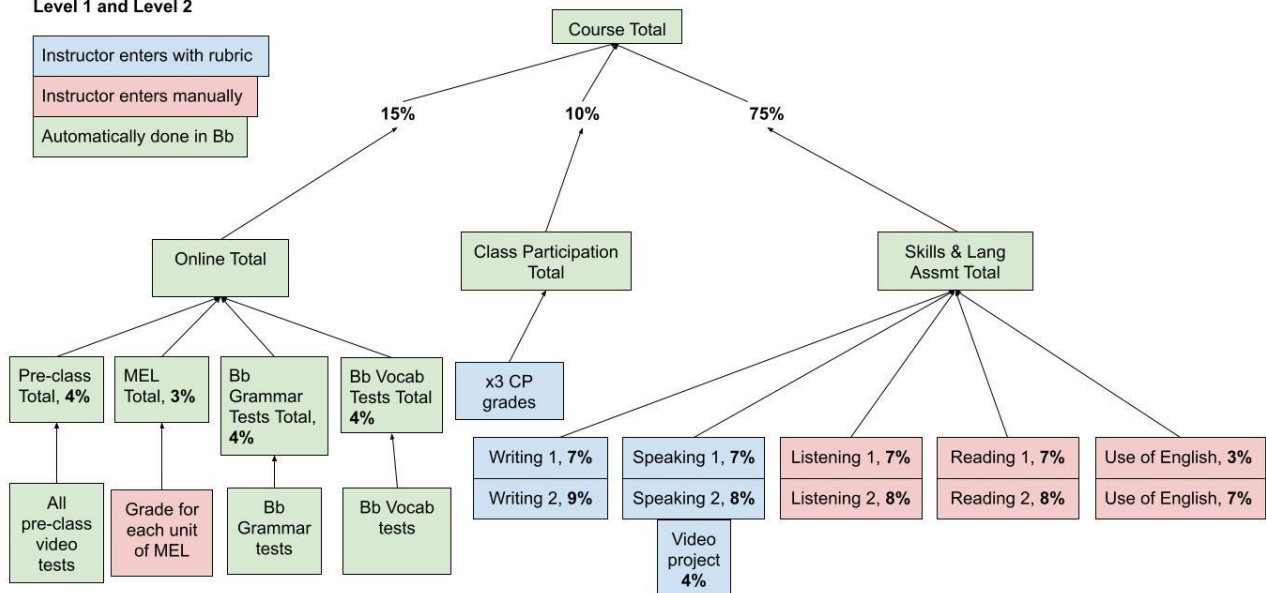
All assessments (except for Speaking and Presentations) will be held face-to-face on campus.

10.1 Assessment at Levels 1, 2, 3, and 4

Students are continuously assessed throughout their courses. There are three areas that feed into their final course grade:

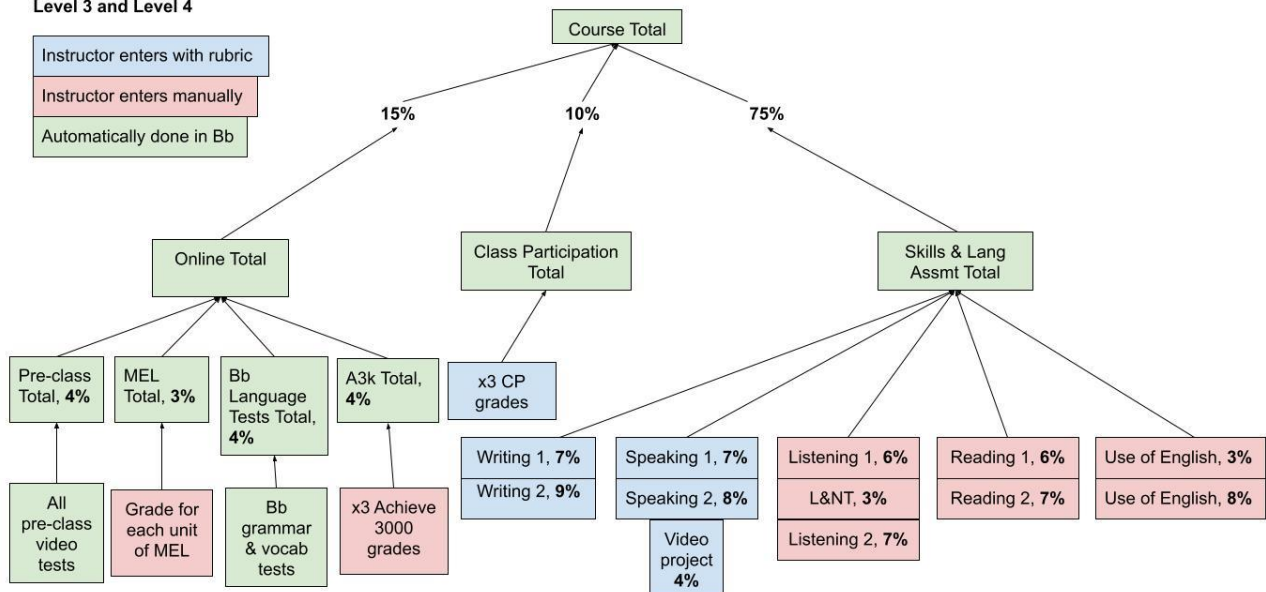
- Skills and language assessments
- Online work
- Classroom participation

Level 1 and Level 2



2023 - 2024

Level 3 and Level 4



2023 - 2024

In order to achieve a **‘Clear pass’** students must achieve a course total of 68% or more. Students achieving a course total of between 64% and 68% will be awarded a **‘Conditional pass’** to the next level. At the next level, they must achieve a course total of 66% or more to keep going. If they get less than 66%, they must repeat the level which they conditionally passed into.

10.1.1 In-class quizzes and assessments, Levels 1 – 4

- Quizzes and assessments are worth 75% of a student’s overall grade. By assessing students regularly throughout the module, instructors keep track of student progress and are better able to provide extra support if needed. Students can monitor their own progress as well.
- Scores from all quizzes and assessments are entered into the Blackboard gradebook so students can see all of their scores in one place.
- If a student is absent for a quiz or assessment, they receive “o” (zero) unless they supply a valid medical/ approved absence report, in which case the score will be exempted from their gradebook. There are no make-up quizzes and assessments.

- Students will be given the opportunity to see their marked quiz and assessment papers for feedback. This is done in small groups with the instructor for a number of days after the quiz/assessment. After that time, it will not be possible to see the paper again.
- Any request for a quiz or assessment to be second-graded must be received within three days of the grade being posted on your Blackboard course grades page.

Use of English assessment

There are two Use of English quizzes per module. This assessment covers areas of grammar and vocabulary that have been covered by the course and aims to encourage students to be constantly reviewing what they are learning. There are also bi-unit grammar and vocabulary tests in Blackboard which aim to help students throughout the module to revise and recall the new areas of language covered in their course.

The Use of English quiz 1 is worth 20 points. Students are given 45 minutes to complete the assessment. Scores should be changed into a grade out of 100 before being entered into the Blackboard grade centre.

The Use of English quiz 2 is worth 40 points. Students are given 50 minutes to complete the assessment. Scores should be changed into a grade out of 100 before being entered into the Blackboard grade centre.

Reading, Writing, Listening, Speaking assessments

There are two assessments for each skill during the module. Speaking assessments are conducted online in groups of three or two students with one instructor, and are recorded. There is also a speaking video project which must be submitted towards the end of the module.

Writing and Speaking assessments are graded using standardised rubrics.

At Level 3 and Level 4 there is an additional Listening and Note-taking assessment which aims to help students become familiar with this skill before they get to Pre-Faculty level.

All skills assessments take place during class time.

10.1.2 Online assessment, Levels 1 – 4

The online element prepares students for a Flipped Learning environment and is worth 15% of a student's overall grade. Before most classes, students watch a video on Blackboard and complete a task.

Each week there are online post-class practice activities for students to complete on MyEnglishLab (MEL). The practice activities can be done an unlimited number of times. The instructor transfers students' average scores into the Blackboard gradebook.

Each time two or three units of the coursebook have been completed, students complete consolidation vocab and grammar tests in Blackboard.

Students at Level 3 and Level 4 are expected to read and answer questions for twelve articles over a two-and-a-half-week period in Globed's Achieve3000 online reading platform. These articles aim to improve students' reading skills, and provide exposure to the kind of vocabulary they will need in their faculty courses.

Scores for tasks and tests completed in Blackboard appear automatically in a student's Blackboard gradebook. Scores from MEL are entered by the instructor after each two units of online work is completed. Achieve3000 grades are also entered by the instructor, every two and a half weeks. This means that students can constantly track their online performance throughout a module.

All online activities and tests have due dates. Students must complete the activities before the due date. Due dates are clearly marked in the day-by-day breakdown of the module which instructors make available to students at the start of each module. This document is also accessible within Blackboard. If classes are cancelled for any reason (e.g. snow day), these due dates DO NOT change.

It is each student's responsibility to keep track of these due dates.

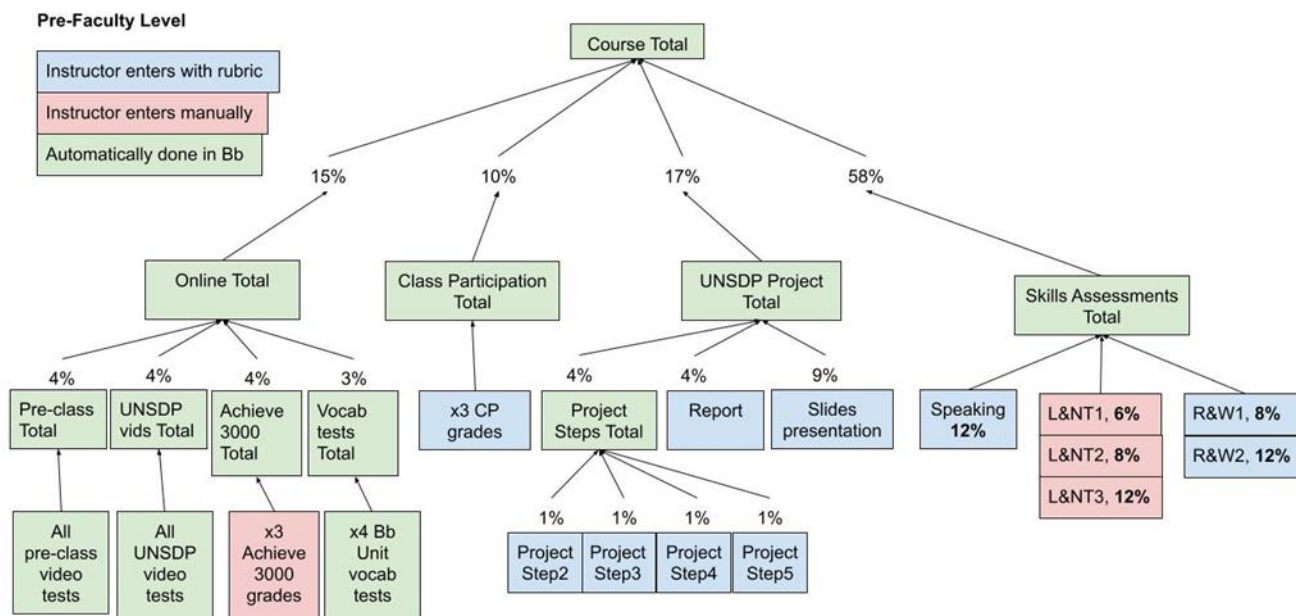
10.1.3 Video projects, Levels 1 – 4

Video projects provide a useful way for students to be able to consolidate the language they are learning in the form of a spoken video project. Topics are made available early in each module for students to choose from and need to be submitted (usually through Flipgrid, <https://info.flipgrid.com/>) a few days before the end of a module, so there is plenty of time to prepare, practise, and record the video. The topics provided allow for students to make personalised use of the language they have developed. The video project is worth 4% of the course total.

10.2 Assessment at Pre-Faculty Level

All assessments will be held face-to-face on campus.

The Pre-Faculty Level is designed to introduce students to academic language skills and competencies which will help them when they begin their faculty studies. For this reason, the format of the assessments at this level are quite different from Levels 1 – 4.



2023 - 2024

Students at Pre-Faculty Level need to achieve a course total of 65% or more in order to pass the course and complete their studies in the ELPP. Students who have 'conditionally passed' from Level 4 must achieve a course total of 66% to pass Pre-Faculty Level.

10.2.1 Project work, Pre-Faculty Level

The project work is based on the United Nations Sustainable Development Partnership Goals. Students work in project teams to choose one goal and work through a series of project steps, towards a poster and presentation. The presentation is recorded.

10.2.2 Listening and Note-taking assessments, Pre-Faculty Level

Three Listening&Note-taking assessments. In order to help you in this area, you will get access to a demo L&NT assessment early on in your Pre-Faculty course. This is not assessed. The percentage weighting of each of the assessments increases (from 6%, to 8%, to 12%) to allow students to benefit from the increased practice and exposure to the language as they go through the course.

- A lecture video is made available in Blackboard two days before the assessment day
- Students watch and listen as many times as they need to, and take notes
- On the day of the assessment, students are given comprehension questions to answer which are based on the video they watched. They can use their notes to answer the questions, but cannot watch the video again
- Students are graded on their comprehension answers, not on their notes

10.2.3 Reading and Writing assessments, Pre-Faculty Level

Two Reading&Writing assessments. In order to help you in this area, you will get access to a demo R&W assessment early on in your Pre-Faculty course. This is not assessed. The percentage weighting of each of the assessments increases (from 8%, to 12%) to allow students to benefit from the increased practice and exposure to the language as they go through the course.

- A reading text is made available in Blackboard three days before the assessment day until just before the start of class on assessment day. Students can read the text whenever they want within those three days, and make notes on the key points
- In class on assessment day, students answer 2 short-answer questions about the text (4 points total), and a longer response writing (16 points)

10.2.4 Speaking assessment, Pre-Faculty Level

One Speaking assessment (12%). The Speaking assessment is conducted online in groups of three or two students with one instructor, and is recorded. (See Appendix 7 for the Speaking Rubric.)

10.2.5 Online work, Pre-Faculty Level

- Blackboard pre-class video tests (4%). Grades automatically recorded in Bb Grade Centre
- Blackboard UNSDP video tests (4%). Grades automatically recorded in Bb Grade Centre
- Achieve3000 (4%). Students are expected to complete twelve articles over a period of two and a half weeks, with scores of 75% or more. They are free to choose which articles they do. Grades will be transferred from Ach3000 grade report to Bb Grade Centre on Ach3000 grading days.
- Blackboard Unit vocab tests (3%). Available for 24 hours. Grades automatically recorded in Bb Grade Centre.

Electives are run in Modules 2 and 4 and are open to students who have passed Pre-Faculty Level in Modules 1 and 3.

10.2.6 Pre-Faculty Level and ENG101

If a student receives a course total of 85 or above in the Pre-Faculty course, they will be able to skip ENG 101 (4 credit faculty course). Successful students will be immediately eligible to take English 102 and be granted 4 credits for ENG101 automatically.

10.3 Classroom participation, all levels

The focus of lessons is on communicative practice of the language so students' active participation in the classroom is very important. English should be used at all times in class. Instructors give students classroom participation grades every two weeks, using standardised rubrics (see below). Classroom participation is worth 10% of the student's overall grade.

Online lessons are as important as face-to-face lessons. Remember to be punctual, engaged, visible, and positive during online lessons for a successful learning experience. (See Appendix 7)

11. Behaviour and Discipline issues

11.1 Attendance

Regular attendance in class is required. Students are permitted to miss 10% (15 hours) of classes with no reason called **unexcused absences**, and 10% (15 hours) with valid medical reports called **medical absences**. Medical reports must be sent to the ELPP Student Liaison, Neslihan Özbek (ozbekn@mef.edu.tr) no more than three working days after the date of the report. Other absences (e.g. representing the University at a sporting event) must be also approved by the ELPP Student Liaison, and are called **excused absences**.

Students must be punctual and arrive on time for class, and return to class on time after breaks. Late arrivals will be marked as 'L' in the register. A student is permitted five (5) late arrivals - after that ANY late arrival will count as one hour absent. If a student is more than 15 minutes late, they are marked 'absent' for that hour of class.

Student absence hours and late arrivals are entered daily into the Blackboard gradebook, and in this way students can track their own attendance.

Students who exceed the permitted hours of absence will not be eligible to sit the assessments which are delivered on the final few days of a module (exceptional circumstances will be considered on submission of a petition).

If you do exceed your absence hours you must submit a written petition with a supporting document. Valid reasons include:

- an extended ongoing medical issue. You must provide a note from your doctor which states this.
- death in your family. You must provide a copy of the death certificate.
- serious illness in the family. You must provide a note from the family member's doctor.
- required appearance at court. You must provide the court document.

Your petition and supporting document must be submitted to the Prep Admin Office during the last week of the Module. You will be informed whether your petition has been approved or not before the final assessments.

Petitions without supporting documents will not be accepted.

The following are not valid reasons for exceeding absence hours:

- I missed the bus/metro/ferry
- The traffic was bad
- I left my wallet/tablet/book at home so had to go back for it
- I woke up late

Just as it is important to attend face-to-face lessons on campus, it is also important to attend the online hours of a course. Hours missed due to poor internet will be counted as unexcused absence and will count towards the total unexcused absence limit of 15. It is to students' benefit to keep absences for such cases. However, if a student has an electricity cut in their area they can contact Neslihan Özbek (ozbekn@mef.edu.tr) with proof. It is students' responsibility to make sure they have reliable internet connection for online lessons.

You have 15 hours which you are allowed to miss for these kinds of emergencies. If you do not miss class hours unnecessarily then you will have the hours available to miss class when you need them due to an emergency.

11.2 Medical reports

If a student has a medical report, they must send it to the ELPP Student Liaison, Neslihan Özbek (ozbekn@mef.edu.tr) within three working days of the end of the report duration. Medical reports will only be accepted from the issuing hospital, either private or state. **Medical reports from Sağlık Ocağı, Aile Hekimliği or Tıp Merkezi will not be accepted.**

If a student misses a quiz or assessment due to illness and has a valid medical report, the grade for that quiz or assessment will be exempted from the student's grade-book.

11.3 Cheating and plagiarism

Cheating and plagiarising in the academic environment is an **extremely** serious offence and will NOT be tolerated. If a student cheats or plagiarises (in ANY assessed work), they will receive a zero (0) for that assessment. Cheating/plagiarising includes any of the following:

- copying answers or text, or parts of text from another student
- taking photographs of quizzes, assessments, exams
- being in possession of photographs of quizzes, assessments, exams
- copying or memorising and reproducing another person's work without citing the original author appropriately
- accessing an unapproved webpage during an assessment
- accessing a staff member's Blackboard account to change grades
- using online tools to communicate with others during an assessment (e.g. Discord, WhatsApp, etc.)

If a student is suspected of cheating, a report is written by the instructor and is submitted, with evidence, to the University's Disciplinary Committee. The Committee will invite the student in question to present a defence. The Committee makes the final decision.

CHEATING OR PLAGIARISM OF ANY KIND IS EXTREMELY SERIOUS AND CAN RESULT IN SUSPENSION FOR ONE SEMESTER.

The university's library website contains links and resources related to research; how to reference and cite; and how to avoid plagiarising: <https://library.mef.edu.tr/tr/arastirma-yontemleri>

12. Timetable and scheduling of classes

The English Language Preparatory Program follows a hybrid model of classes (a mixture of face-to-face and online).

At the time of writing, the plan is for all levels to have face-to-face classes on campus four days of the week (Monday, Tuesday, Wednesday, Thursday) and to be online for one day (Friday).

The ELPP schedules face-to-face classes based on classroom availability and is therefore unable to take requests for time changes.

In order for students to experience variety throughout their time in Prep, and to be exposed to different accents and styles, instructors will be changed each module. Additionally, class groups will be mixed up each module so that students have the opportunity to meet and study with a variety of their peers before starting their faculty studies.

Any changes to the scheduling and timing of classes will be communicated by email and through the Announcements page in students' Blackboard courses.

13. Feedback or Issues

Feedback from students is collected regularly throughout the year. Please see the chart below to see what types of feedback are collected every module:

	Types collected of feedback	Rationale
Module 1	Adaptability Mid-Mod Survey + Focus Groups	This anonymous survey assesses students' adaptation to the SoFL system in Module 1, their understanding of system requirements, awareness of the 100% English use policy during class, and levels of learner autonomy and proactivity. Results will help instructors identify areas where classes may need additional support, such as adapting to ELPP rules, using technology effectively, and understanding preparatory school responsibilities.
Module 2	EOM 7Cs survey	The purpose of this anonymous survey is to collect students' feedback on their main class teachers' performance, providing ELPP instructors with a chance to reflect on their teaching practices. The survey follows the 7Cs Framework of Effective Teaching which SoFL teachers are encouraged to refer to for self-reflection purposes throughout the academic year.
Module 3	Mid-Module Survey (Learner perceptions) + Focus Groups	The purpose of this anonymous survey is to collect learner perceptions on the following areas: 1) Language Proficiency Development, 2) Classroom Inclusion Appraisal, 3) Class Productivity and Collaboration, 4) Motivation and Engagement, 5) Assessment Fairness Perception, 6) Workload Balance Analysis. The survey aims at helping students reflect on their in-class practices and improve them.
Module 4	EOM 7Cs survey	See Module 2 rationale
Module	Focus Groups OR	This anonymous survey asks students to reflect on the first day of

5	Self-reflection Survey	their studies at MEF SoFL and how much they have learnt since that day in terms of the use of lexical items, grammatical resources, functional language, communicative skills, the use of technology etc. and how these skills will be helpful to them in terms of adapting to their first year at faculty.
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In Modules 1 and 3, Focus Groups are held to provide ELPP learners with a chance to share their qualitative feedback on any aspect of the program. For these we invite a representative from each class to attend.

The EOM 7Cs survey can be given to students at any time during the year

All staff are open to receiving and acting on student feedback. If students have questions or issues to discuss, they should first approach their instructor. If the issue is not resolved satisfactorily, they can speak to the Student Operations Coordinator, or the Director.

14. Communication

Course communication is done through Blackboard and MEF email accounts. Instructors ensure that all students are able to access their Blackboard courses and MEF email accounts at the start of the academic year. It is essential that students check their MEF email regularly, and read any announcements made in their Blackboard courses.

There are also general University messages and announcements sent out on Facebook and Twitter, and on the webpage:

Facebook: MEF Üniversitesi

Twitter: @MEFuniversitesi

Webpage: www.mef.edu.tr

15. General Information

15.1 MEF University Nurse

The nurse is available to students for treatments of minor illnesses and injuries, or to give advice on medicines.

Nurse: Özlem Yapar

Email: yaparo@mef.edu.tr

Tel: 0544 365 5932

Working hours: 9:00 – 16:00

Clinic location: opposite the entrance of the canteen, C Block, 1st floor

15.2 Psychological Counselling Services

The University's psychological counsellors are available to provide students with confidential assistance on personal matters. These may include issues related to anxiety, depression, stress, family and friendship relations, academic difficulties, adaptation problems, dilemmas and difficult decisions, substance and alcohol abuse and eating disorders.

An appointment is needed to visit the counsellor and these are 50 minutes in length. If appropriate, group sessions can be arranged.

Counselor: Gülsevin Şen

Email: sengu@mef.edu.tr

Tel: 0533 725 1114

Working hours: Weekdays 09:00 – 16:00 (online)

Counselor: Fatih Çarkçı

Email: carkcif@mef.edu.tr

Working hours: Weekdays 8:00 – 16:00 (face-to-face and online)

Clinic location: opposite the entrance of the canteen, C Block, 1st floor

MEF University ELPP Student Handbook

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NOTE: All information in this handbook was correct at the time of writing. Students must follow communication through the MEF University email system and Blackboard announcements for any changes.

15.3 Student Services

Student Services can assist you with the following:

- your MEF email account
- your library account
- your student ID card
- documents for IETT student card application
- registration for faculty courses
- internal and external transfers
- applications for academic leave or withdrawal from the University

Student Services Director: Mahide İlgar

Email: ilgarm@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 2nd floor

Student Enrollment Manager:

Aslıhan Üser: usera@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 2nd floor

Student Information Systems Manager:

Pelin İnan: inanp@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 2nd floor

Student Services Specialist

Ali Cemre Usta: ustaali@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 2nd floor

Registrar's Office: students@mef.edu.tr

15.4 Dean of Students

The Office of the Student Dean is a solution-oriented department, where students can share their questions, problems, and suggestions about the quality of life in the university. It also acts as a bridge as it conveys students' administrative or academic issues to university administration, whether they are general or personal,

Dean of Students: Sevil Sezen

Email: ogrencidekanligi@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 5th Floor

15.5 Prep Student Representative

The Student Representative for Prep is a student-elected member of the University Student Council and provides a useful channel for communication between Prep students and the wider university, as well as with the Prep administrative team.

The election will be run in October 2024.

15.6 Blackboard Support

For issues related to Blackboard access or use, contact the Blackboard Support Team.

Blackboard Support Team: bbsupport@mef.edu.tr

This team is headed by the CELT Director, Paker Doğu Özdemir

Email: ozdemirdo@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 5th Floor

15.7 The Centre of Excellence in Learning and Teaching (CELT)

The CELT provides support to all MEF university students regarding advice on study skills, information about flipped classroom learning approach, as well as guidance on using library services. There is a student drop-in centre where students may go for extra help with study strategies and resources.

Director CELT: Paker Doğu Özdemir

Email: ozdemirdo@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 5th Floor

15.7.1 The MEF Writing and Speaking Centre

The MEF Writing and Speaking Centre is part of the School of Foreign Languages and is available for students from any discipline, academic level or ability to get support with their writing and speaking, from specific assignments to general writing or speaking skills.

Coordinator of MEF Writing and Speaking Centre: Robin Kosseff

Email: kosseffr@mef.edu.tr

Working hours: By appointment (check website for details)

Location: A Block, 3rd Floor

15.8 Student Clubs

Our university has a Sports and Clubs Activities Coordinator to support the development of cultural and social aspects. All student clubs and sports teams are supported by our coordinator for the activities they perform throughout the year. MEF University teams and clubs include:

Sports Teams:

- Chess
- Sailing
- Volleyball
- Basketball
- Football
- Futsal
- Table Tennis
- Swimming
- Snowboard
- Ski
- Climbing and Outdoor Sports
- Fencing
- Beach Volleyball
- E-sports (LoL, DotA, CS)

Student Clubs:

- Business Club
- Social Responsibility Club
- Startup MEF
- Science Fiction Club
- Law Club
- MUN Club (Model United Nations)
- Theatre Club
- Debate Club
- Music Club
- Economy and Finance Club
- Turkish World Research Club

- Political Thought Platform
- IEEE Club
- Dance Club
- Photography Club
- Gastronomy Club
- School within University Club
- Cinema Club
- Literature Club
- Aviation Club
- Anime and Manga Club (AniMEF)

Apart from the existing student clubs and sports teams, students can apply to the coordinator according to their interests to establish new student clubs and sports teams.

Email: aylin.engin@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 5th Floor

15.9 Cafeterias and UNIQ Mall

There is a small cafeteria on the ground floor of A Block, as well as outside the library, 3rd floor of C Block, and outside the canteen on the 1st floor of C Block. There are also cafes and restaurants in UNIQ Mall, adjacent to the University, as well as a number of useful shops, including:

- MMM Migros
- Chemist
- Hairdresser

There is a multi-storey underground car park attached to the Mall.

15.10 MEF University shuttle bus service

The University provides a free ring service from ITÜ Ayazağa Metro to the University campus. Departure times from the Metro and from the University can be found at the University web site:

<https://www.mef.edu.tr/tr/ulasim-hizmetleri#gsc.tab=0>

15.11 Library

The University library is on the 3rd floor of C Block and is open Monday – Friday, 0800 – 1700.

All information regarding the library, as well as access to the database, can be found on their website:

<http://library.mef.edu.tr>

Library Director: Ertuğrul Çimen

Email: cimene@mef.edu.tr

Tel: 0212 395 3647

Location: Library Mezzanine

15.12 Copy Centre

Students have access to photocopying services in the University Copy Centre, which is located near the canteen on the 1st floor in C Block.

15.13 MEF University Technology Development Center (MEFTEK)

MEF University Technology Development Center (MEFTEK), located in UNIQ Istanbul, is founded on two themes: Artificial Intelligence (IA) and Extended Reality (XR). With its central location in Maslak, MEFTEK houses anchor companies, and provides flexible workspace solutions, product development labs and XR studios to start-ups in their incubation phase, as well as in pre- and post-incubation stages. Together with the MEF University Technology Transfer Office, MEFTEK supports students in developing their business ideas, funding applications, and projects involving R&D, innovation or entrepreneurship.

Appendices

1. YÖK guidelines on complaints, disciplinary and appeals procedures
<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=2547&MevzuatTur=1&MevzuatTertip=5>
2. SoFL AI/LLM Ethics Policy

MEF University School of Foreign Languages AI/LLM Ethics Policy

1. Introduction

This policy outlines the ethical guidelines for the use of Artificial Intelligence (AI) and Language Learning Models (LLM) by students in MEF University School of Foreign Languages courses. It is designed to ensure that these technologies are used responsibly, respectfully, and in a manner that aligns with the university's values and principles.

2. Purpose

The purpose of this policy is to provide guidance on the ethical use of AI and LLM technologies in the context of academic learning and research. It aims to promote responsible behavior, protect the rights of individuals, and uphold the integrity of our academic community.

3. Scope

This policy applies to all students enrolled in a MEF University School of Foreign Languages course who use AI and LLM technologies for academic purposes, including but not limited to coursework, research, and extracurricular activities.

4. Principles

4.1 Transparency and Accountability: Students should be transparent about their use of AI and LLM technologies and take responsibility for the outcomes of this use. Any use of AI or LLM must be cited in any submitted work.

4.2 Respect for Autonomy: Students should use AI and LLM technologies in a way that respects the autonomy and privacy of others. This includes not using these technologies to manipulate, deceive, or unfairly influence others.

4.3 Beneficence and Non-Maleficence: Students should strive to use AI and LLM technologies for beneficial purposes and avoid uses that could cause harm to individuals or society.

4.4 Justice and Fairness: Students should ensure that the use of AI and LLM technologies does not contribute to unfair bias or discrimination.

4.5 Exploration and Skill-Building: Students are encouraged to learn how to use these emerging technologies and discover how to integrate them into their academic career in an ethical manner.

5. Guidelines

5.1 Students should only use AI and LLM technologies in accordance with the law and the university's rules and regulations, as well as within the parameters established by their instructors for specific assignments.

5.2 Students should not use AI and LLM technologies to plagiarize, cheat, or otherwise engage in academic dishonesty.

5.3 Students should respect the intellectual property rights and terms of service associated with AI and LLM technologies.

5.4 Students should consider the ethical implications of their use of AI and LLM technologies and their impact on their learning experience, and seek guidance when in doubt.

6. Academic Integrity and Disciplinary Process

6.1 At the beginning of each module, all students will complete a diagnostic writing task. This will serve as an exemplar against which later student writing will be compared. Other work done face-to-face in class, as well as previous modules' tests, may also be used as exemplars.

6.2 If a student's submitted work significantly exceeds the quality of their exemplar, it will be reviewed by two additional teachers or management staff. If all three find that the work does not reflect the expected production of a student of this level and in comparison with the student's exemplar(s), the student will receive a zero for the assignment and be issued a warning.

6.3 A second violation will be reported to the university's disciplinary committee for further censure, which may include additional academic penalties or disciplinary action.

6.3.1 A warning remains in a Preparatory Program student's file for the remainder of their participation in the program. For students in other SoFL courses, the warning expires when they have completed their SoFL courses.

6.4 The importance of the assignment, the student's level of blameworthiness, the intent and degree of plagiarism, and other factors will be considered when determining appropriate responses.

7. Violations

Violations of this policy may result in disciplinary action, up to and including expulsion from the university. The university's established protocols will be followed.

8. Review

This policy will be reviewed annually to ensure that it remains relevant and effective in guiding the ethical use of AI and LLM technologies.



Certificate of Accreditation

This is to certify that

MEF University, School of Foreign Languages

is accredited by Eaquals

and has become an Accredited Member of the Association, having demonstrated its full compliance with all the Eaquals Quality Standards.

The Eaquals inspection was carried out in March 2022 and accreditation and membership is valid until

30 June 2026.

Thom Kiddle
Chair

Ludka Kotarska
Director of Accreditation & Consultancy Services

www.eaquals.org



The Eaquals Guarantee for Language Centres

An Eaquals-accredited Language Centre undergoes regular inspections to ensure that:

- It meets a **high standard of professional conduct and integrity** in all aspects of its operations
- It offers **high quality opportunities for language learning and/or teacher training**, within a clearly organised curriculum framework, and fully transparent and effective assessment systems
- All **facilities, resources and materials** for language learning and/or teacher training, including any e-learning platforms, meet students' needs and the purpose of the course
- All **promotional materials** used are factual, complete and can be easily understood; they give a full and transparent account of all courses offered including all matters connected with admission, enrolment and assessment systems and costs involved
- It provides a **work and study environment in which there is no discrimination of any kind** against students, staff or other stakeholders on grounds of gender, age, sexual orientation, race or religion; the organisation attempts to make provision for persons with special needs of any kind
- It provides a **high level of support and advice** to students in all matters relevant to their course; this includes an opportunity to give regular feedback and information on procedures for dealing with problems
- All those employed in the operations of the Language Centre are **competent and appropriately trained and supervised**
- All teachers or trainers employed by the Language Centre are **qualified and experienced** in teaching the languages offered; they are supervised by a fully-qualified academic manager
- **Regular support and appropriate and effective Continuing Professional Development training** is offered to all administrative, teaching and training staff
- All staff employed by the Language Centre have a **written contract or letter of agreement** specifying the terms of their employment. Terms and conditions of employment are fair and reasonable; they comply with, or exceed, all relevant local or national regulations and standards.

Eaquals

www.eaquals.org

Email: info@eaquals.org

Postal address: PO Box 1202/95 Budapest H-1380 Hungary

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Eaquals is a company limited by guarantee and registered 07727406 in England & Wales at 29/30 Fitzroy Square, London W1T 6LQ, UK



Eaquals Guarantee to Students

Eaquals-accredited institutions meet the highest standards in language education. Eaquals inspects your school regularly to make sure that:

- You will experience an **outstanding quality of service** in language education
- The teaching you receive is **effective, well-planned and enjoyable**
- Your teachers are **well-qualified** and use many different ways to help you learn
- Courses follow a **clear, structured course programme** and you are helped to see what progress you are making
- The management and staff of your school always behave **professionally** and honestly
- All the **information about the school** published in brochures or on the internet, **is clear, accurate and complete**
- Your school has confirmed that it meets all necessary **legal requirements**
- Your school is committed to offering you **value for money, fair dealing, health and safety, and tolerance and respect** for all
- **Eaquals is committed to excellence**, so if you are unhappy with your course, and are not satisfied with the response of your school, Eaquals provides an independent way for you to complain through the **Eaquals Ombudsman**

Eaquals

www.eaquals.org

Email: info@eaquals.org Postal address: PO Box 1202/95 Budapest H-1380 Hungary Eaquals is a registered UK charity 1143547

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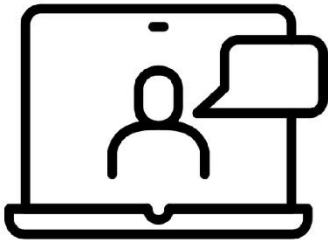
Success in Online Classes

1

BE SEEN



Camera ON. Your class needs to see you.

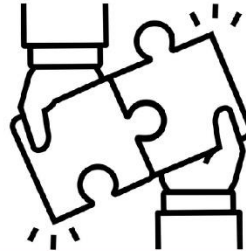


2

BE HEARD



Join the conversation.
Collaborate. Let us hear your voice.

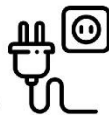
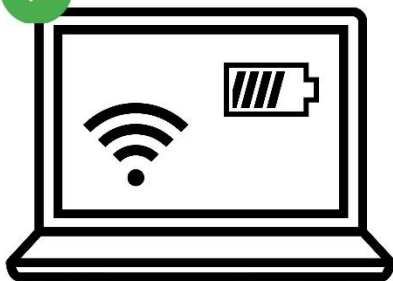


3

CONNECT



Charge your laptop, use WiFi.



4

SHARE POSITIVITY



Help your classmates,
Try new things.
Drink water.
Be kind.

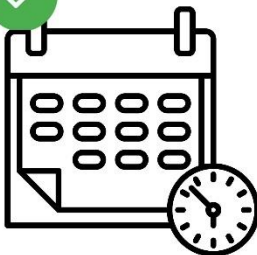


5

BE ON TIME



Join the class
5 minutes early.
It helps!
Bring coffee :)



REMEMBER

Phones and low batteries are not fun.



Being late or off-task does not help you. Think about good things, and they happen!

6. Rubrics

Level 1, Level 2 Speaking Rubric

	4	3.5	3	2.5	2	1.5	1	0.5	0
	Exceeds expectations		Meets expectations		Below expectations		Far below expectations		
Communicative effectiveness	Responses are clear and logical, and fully achieve the task objectives. Ideas flow logically with effective use of level-appropriate linkers. Expands upon the topic naturally and meaningfully.	contains elements of band 3 and band 4	Responses are mostly clear and logical, and achieve the task objectives well. Ideas flow logically with some use of level-appropriate linkers. Adequately expands upon the topic.	contains elements of band 2 and band 3	Responses are somewhat clear and logical, and partially achieve the task objectives. Ideas may lack logical flow, and level-appropriate linkers may be lacking or used incorrectly. Exhibits little or no expansion.	contains elements of band 1 and band 2	Responses are unclear. Student struggles to achieve the task objectives. Ideas lack logical flow and linkers are not used. No attempt at expansion.	contains some elements of band 1	no response or ungradeable
Interaction	Initiates conversation, responds appropriately to questions, and actively participates with no prompting. Encourages partner participation.	contains elements of band 3 and band 4	Responds adequately to questions, and actively participates with little prompting. Sometimes encourages partner participation.	contains elements of band 2 and band 3	Responds to questions with some difficulty, and participates minimally / only with prompting. Rarely encourages partner participation.	contains elements of band 1 and band 2	Has significant difficulty responding to questions or participating in the interaction. Does not encourage partner participation.	contains some elements of band 1	no response or ungradeable
Range & Appropriacy	Uses a wide range of vocabulary and grammatical structures appropriate for the task and topic. Uses consistent and appropriate register.	contains elements of band 3 and band 4	Uses an adequate range of vocabulary and grammatical structures appropriate for the task and topic. Uses mostly consistent and appropriate register.	contains elements of band 2 and band 3	Uses a limited range of vocabulary and grammatical structures mostly appropriate to the task and topic. May use inappropriate register at times.	contains elements of band 1 and band 2	Uses a very limited range of vocabulary and grammatical structures or structures inappropriate to the task and topic. Uses inappropriate register frequently.	contains some elements of band 1	no response or ungradeable
Accuracy	Speaks with good accuracy in grammar and vocabulary. Occasional minor errors do not impede communication. May self-correct occasionally.	contains elements of band 3 and band 4	Speaks with an adequate level of accuracy in grammar and vocabulary. Errors may occur, but they are infrequent and do not significantly hinder communication. Shows some awareness of errors.	contains elements of band 2 and band 3	Speaks with limited accuracy in grammar and vocabulary. Errors occur frequently and may hinder communication to some degree. May rarely self-correct.	contains elements of band 1 and band 2	Speaks with very limited accuracy in grammar and vocabulary. Errors occur very frequently and significantly hinder communication. Does not self-correct.	contains some elements of band 1	no response or ungradeable
Fluency/Pron	Stress patterns and pacing are consistent and sometimes aid comprehension. Pronunciation is clear and understandable. Uses fillers naturally.	contains elements of band 3 and band 4	Stress patterns and pacing have some minor inconsistencies that do not significantly affect comprehension. Pronunciation is mostly clear and understandable. Fillers do not cause distraction.	contains elements of band 2 and band 3	Stress patterns and pacing have frequent inconsistencies that may occasionally hinder comprehension. Pronunciation may be unclear at times. Fillers may be distracting.	contains elements of band 1 and band 2	Stress patterns and pacing are not used or used very inconsistently and may significantly hinder comprehension. Pronunciation is often unclear and difficult to understand. Fillers disrupt the flow of speech.	contains some elements of band 1	no response or ungradeable

Level 3, Level 4, Pre-Faculty Speaking Rubric

	4	3.5	3	2.5	2	1.5	1	0.5	0
	Exceeds expectations		Meets expectations		Below expectations		Far below expectations		
Communicative Effectiveness	Responses are clear, logical, and achieve the task objectives exceptionally well. Ideas flow logically with very effective use of discourse markers/strategies for transitions and sequencing. Expands upon the topic naturally and meaningfully.	contains elements of band 3 and band 4	Responses are mostly clear and logical and achieve the task objectives well. Ideas flow logically with mostly effective use of appropriate discourse markers/strategies for transitions and sequencing. Adequately expands upon the topic.	contains elements of band 2 and band 3	Responses are somewhat clear and logical, and partially achieve the task objectives. Ideas may lack logical flow. May attempt to use discourse markers/strategies for transitions and sequencing. Exhibits little or no expansion.	contains elements of band 1 and band 2	Responses are unclear or off-topic. Struggles to achieve the task objectives. Ideas lack logical flow and discourse markers/strategies are not used for transitions and sequencing. No attempt at expansion.	contains some elements of band 1	no response or ungradeable
Interaction	Initiates conversation effectively, responds confidently/with ease to questions, and actively participates without prompting. Uses turn-taking strategies effectively and encourages partner participation.	contains elements of band 3 and band 4	Initiates conversation, responds adequately to questions, and actively participates with little prompting. Uses some turn-taking strategies and sometimes encourages partner participation.	contains elements of band 2 and band 3	Initiates conversation and responds to questions with some difficulty, and participates minimally / only with prompting. Has frequent difficulties with using turn-taking strategies and encouraging partner participation.	contains elements of band 1 and band 2	Has significant difficulty initiating conversation, responding to questions, or participating in the interaction. Turn-taking strategies are not used.	contains some elements of band 1	no response or ungradeable
Range & Appropriacy	Uses a wide range of vocabulary and complex grammatical structures appropriate for the task and topic. Maintains consistent and appropriate tone and register.	contains elements of band 3 and band 4	Uses an adequate range of vocabulary and some complex grammatical structures appropriate for the task and topic. Uses mostly consistent and appropriate tone and register.	contains elements of band 2 and band 3	Uses a limited range of vocabulary and grammatical structures mostly appropriate to the task and topic. May use inappropriate tone and/or register at times.	contains elements of band 1 and band 2	Uses a very limited range of vocabulary and grammatical structures inappropriate to the task and topic. Uses inappropriate tone and/or register frequently.	contains some elements of band 1	no response or ungradeable
Accuracy	Speaks with a high degree of accuracy in grammar and vocabulary. Occasional minor errors do not impede communication. Self-corrects effectively when necessary.	contains elements of band 3 and band 4	Speaks with an adequate level of accuracy in grammar and vocabulary. Errors may occur, but they are infrequent and do not significantly hinder communication. May self-correct occasionally.	contains elements of band 2 and band 3	Speaks with limited accuracy in grammar and vocabulary. Errors occur frequently and may hinder communication to some degree. May rarely self-correct.	contains elements of band 1 and band 2	Speaks with very limited accuracy in grammar and vocabulary. Errors occur very frequently and significantly hinder communication. Does not self-correct.	contains some elements of band 1	no response or ungradeable
Fluency & Pronunciation	Speaks with clear word stress, sentence stress, and intonation. Pacing, and chunking are used effectively to enhance comprehension. Pronunciation is clear and easily understandable. Uses fillers naturally.	contains elements of band 3 and band 4	Uses word stress, sentence stress, and intonation adequately. Pacing, and chunking may have some minor inconsistencies that do not significantly affect comprehension. Pronunciation is mostly clear and understandable. Fillers do not cause distraction.	contains elements of band 2 and band 3	Word stress, sentence stress, and intonation are used ineffectively. Pacing, and chunking may have frequent inconsistencies that may occasionally hinder comprehension. Pronunciation may be unclear at times. Fillers may be distracting.	contains elements of band 1 and band 2	Word stress, sentence stress, and intonation are not used or used very incorrectly. Pacing, and chunking are inconsistent and may significantly hinder comprehension. Pronunciation is often unclear and difficult to understand. Fillers disrupt the flow of speech.	contains some elements of band 1	no response or ungradeable

Level 1, Level 2 Writing Rubric

Criteria	Weight	4 Performance exceeds requirements.	3 Performance meets requirements.	2 Performance is below requirements.	1 Performance is far below requirements.	0 Performance is ungradable.
Task Achievement	25%	Fully accomplishes the task instructions. Fulfills all requirements (and possibly expands on them). Content is thorough and well-developed.	Adequately accomplishes the task instructions. Meets most requirements. Content is acceptable with some development and expansion.	Somewhat accomplishes the task instructions. Meets some requirements. Content may lack development.	Partially accomplishes the task instructions. Meets few requirements. Content may be limited or irrelevant.	Fails to accomplish the task instructions in any recognizable fashion; or, the work is deemed to be plagiarized, or the work is produced with unauthorized tools.
Coherence & Cohesion	25%	Ideas are exceptionally clear, meticulously organized, and logically sequenced. Effective use of simple linking devices (and, so, but).	Ideas are adequately clear and well-organized, following a logical sequence. Attempts to use simple linking devices (and, so, but).	Ideas are somewhat clear and show an attempt at organization, with evidence of a basic logical sequence. Transitions may sometimes seem abrupt or forced.	Ideas lack clarity and are poorly organized, with minimal evidence of logical sequencing. Unclear relationships between ideas, and disjointed text that impedes understanding.	Ideas are completely unclear and disorganized, with no logical sequence. Text is incoherent and nearly impossible to follow.
Range & Appropriacy	25%	Uses an impressive range of grammar and vocabulary perfectly suited for the task and audience. Word choice matches the context well, consistently conveying the intended meaning.	Uses an adequate range of grammar and vocabulary appropriate for the task and audience. Word choice usually matches with the intended meaning and context.	Uses a moderate range of grammar and vocabulary with some suitability for the task and audience. Word choice sometimes obscures the intended meaning.	Uses a limited range of grammar and vocabulary, occasionally addressing the task requirements. Word choice frequently fails to match the task context, and/or fail to convey the intended meaning clearly.	Produces no measureable range of grammar and vocabulary, with no appropriateness for the task and audience. Word choices are almost entirely inappropriate.
Accuracy	25%	Demonstrates impressive control of grammar, punctuation, and spelling. Errors are very few and insignificant to the overall clarity of the text. Sentence structure and word formation is correct and shows some sophistication.	Demonstrates adequate control over grammar, punctuation, and spelling with minor errors present. Errors do not interfere with readability or comprehension. Sentence structure and word formation is generally correct and does not impede understanding.	Demonstrates basic control of grammar, punctuation, and spelling; however, errors are noticeable and may affect comprehension. Sentence structures and vocabulary are often correct but lack variety and complexity. Frequent errors may hinder understanding.	Struggles with consistent control of grammar, punctuation, and spelling. Errors often distract from readability and may obscure meaning. Shows attempts at sentence structures and word formation, but errors and/or repetition impede understanding.	Virtually no control of grammar, punctuation, and spelling. Errors consistently distract from readability and frequently obscure meaning. Demonstrates little to no understanding of sentence construction and/or word formation.

Level 3, Level 4, Pre-Faculty Writing Rubric

Criteria	Weight	4 Exceeds expectations	3 Meets expectations	2 Below expectations	1 Far below expectations	0 Performance is ungradable.
Task Achievement	25%	Fully accomplishes and expands upon the task. Content is thorough and well-developed. Text is no more than 10% above or below word limit.	Adequately accomplishes the task. Content demonstrates some development and expansion. Text is no more than 10% above or below word limit.	Does not fully accomplish the task. Content may lack development. Text is no more than 25% above or below word limit.	Does not accomplish the task and/or is off topic. Content may be limited or irrelevant. Text is more than 25% above or below word limit.	Fails to accomplish the task in any recognizable fashion; or, the work is deemed to be plagiarized, or the work is produced with unauthorized tools.
Coherence & Cohesion	25%	Ideas are exceptionally clear, meticulously organized, and logically sequenced. Demonstrates masterful use of a wide variety of linking devices that effectively clarify relationships between ideas and enhance the flow of the text.	Ideas are mostly clear and well-organized, following a logical sequence. Employs a variety of linking devices, illustrating relationships between ideas, though occasionally the connections or transitions may be less smooth.	Ideas are somewhat clear and show an attempt at organization, with some evidence of a basic logical sequence. Utilizes a limited range of linking devices. Relationships between ideas may be unclear. Transitions may sometimes seem abrupt or forced.	Ideas lack clarity and are poorly organized, with minimal evidence of logical sequencing. Makes infrequent use of basic linking devices, leading to unclear relationships between ideas and disjointed text that impedes understanding.	Ideas are completely unclear and disorganized, with no logical sequence. Little-to-no use of linking devices. Text is incoherent and difficult or impossible to follow.
Range & Appropriacy	25%	Uses an exceptional range of grammar, vocabulary, and discourse structures perfectly suited for the task and audience. Tone, register, and word choice expertly match the context, consistently conveying the intended meaning.	Uses an adequate range of grammar, vocabulary, and discourse structures appropriate for the task and audience. Tone, register, and word choice usually match with the intended meaning and context.	Uses a limited range of grammar, vocabulary, and discourse structures with some suitability for the task and audience. Noticeable inconsistencies in tone, register, and word choice may sometimes obscure the intended meaning.	Uses a very limited range of grammar, vocabulary, and discourse structures, occasionally addressing the task requirements. Tone, register, and word choice may frequently fail to match the task context, and/or fail to convey the intended meaning clearly.	Produces little to no measurable range of grammar, vocabulary, and discourse structures with considerable repetition, with almost no appropriateness for the task and audience. Tone, register, and word choice are almost entirely inappropriate.
Accuracy	25%	Demonstrates exceptional control of grammar, punctuation, and spelling. Errors are very few and insignificant to the overall clarity of the text. Shows a sophisticated understanding of sentence structure and word formation.	Demonstrates adequate control over grammar, punctuation, and spelling with minor errors present. Errors do not interfere with readability or comprehension. Demonstrates a solid understanding of sentence structure and word formation.	Demonstrates basic control of grammar, punctuation, and spelling; however, errors are noticeable and may affect comprehension. Sentence structures are generally correct but lack variety and complexity. Word formation and other errors may hinder understanding.	Struggles with consistent control of grammar, punctuation, and spelling. Errors often distract from readability and may obscure meaning. Demonstrates limited understanding of sentence construction and word formation.	Virtually no control of grammar, punctuation, and spelling. Errors consistently distract from readability and frequently obscure meaning. Demonstrates little to no understanding of sentence construction and word formation.

Class Participation – All Levels

CP- All levels	4 Above Standard	3 Standard	2 Below Standard	1 Far Below Standard	0
Frequency of Spoken English Aim: Learner uses only English in classroom.	<ul style="list-style-type: none"> - English is used in all task related interactions, peer-to-peer and student-to-instructor. - English is used in all non-task related interactions, peer-to-peer and student-to-instructor. - L1 is only used to translate/explain key vocabulary/grammar to peers when needed. 	<ul style="list-style-type: none"> - English is used in most task related interactions, peer-to-peer and student-to-instructor. - English is used in most non-task related interactions, student-to-instructor. - L1 is used in non-task related interactions, peer-to-peer. - Learner makes an effort before using L1. 	<ul style="list-style-type: none"> - Both English and L1 are used in task related interactions, peer-to-peer and student-to-instructor. - L1 is used in non-task related interactions, peer-to-peer and student-to-instructor. - Learner makes some effort before using L1. 	<ul style="list-style-type: none"> - L1 is dominant in task-related interactions, peer-to-peer and student-to-instructor. - L1 is dominant in non-task related interactions, peer-to-peer and student-to-instructor. - Learner makes little effort before using L1. 	<ul style="list-style-type: none"> - English is hardly ever used in class. - Learner makes no effort before using L1.
Use of English Language Aim: Learner uses language they've previously been exposed to accurately and fluently and consistently experiments with the range of new language.	<ul style="list-style-type: none"> - Learner makes use of a wide range of vocabulary, tenses and structures, appropriate to their level. - Learner uses, develops and expands the target language. - Learner uses complete sentences. 	<ul style="list-style-type: none"> - Learner makes use of a variety of vocabulary, tenses and structures, appropriate to their level. - Learner attempts to use the target language. - Learner uses complete sentences. 	<ul style="list-style-type: none"> - Learner makes use of a limited range of vocabulary, tenses and structures, below their level. - Learner attempts to use some of the target language. - Learner uses partially complete sentences (missing parts of speech). 	<ul style="list-style-type: none"> - Learner makes use of a very limited range of vocabulary, tenses and structures, far below their level. - Learner doesn't attempt to use the target language. - Learner uses incomplete sentences. 	<ul style="list-style-type: none"> - Learner makes no use of target language.
Task Performance Aim: Learner consistently participates in all tasks and stages of the lesson and encourages peers to extract full value from all tasks and activities.	<ul style="list-style-type: none"> - Learner completes all given tasks (in and out of class). - Learner executes tasks according to instructions. - Learner's performance is beyond the basic requirements. - Learner is task-focused and engaged. - When working in groups, learner's contributions elevate quality of work. 	<ul style="list-style-type: none"> - Learner completes all in-class tasks. - Learner completes most out-of-class tasks. - Learner executes tasks according to instructions. - Learner is task-focused and engaged. - When working in groups, learner contributes to completion of the task. 	<ul style="list-style-type: none"> - Learner completes some given tasks (in and out of class). - Learner partially executes tasks according to instructions. - Learner is sometimes distracted or off task. - When working in groups, learner is passive in completing the task. 	<ul style="list-style-type: none"> - Learner completes few given tasks (in and out of class). - Learner does not execute tasks according to instructions. - Learner is frequently distracted or off task. - When working in groups, learner does not contribute to completion of the task. 	<ul style="list-style-type: none"> - Learner does not complete activities (in or out of class).
Classroom Interaction Aim: Learner is consistently attentive, respectful, encouraging and supportive of all members of the class.	<ul style="list-style-type: none"> - Learner has an active and/or positive approach to learning. - Learner has an encouraging approach towards peers, affecting group dynamics positively. - Learner listens to 	<ul style="list-style-type: none"> - Learner has an active and/or positive approach to learning. - Learner has a polite approach towards peers. - Learner listens to peers when working in pairs or groups. 	<ul style="list-style-type: none"> - Learner is present, but not engaged in learning. - Learner does not willingly interact with peers. - Learner sometimes listens to peers 	<ul style="list-style-type: none"> - Learner has a negative approach towards learning. - Learner has an impolite approach towards peers, affecting group dynamics negatively. 	<ul style="list-style-type: none"> - Learner has no or very limited interaction with peers and/or instructors. - Learner's attitude is inappropriate.

	peers when working in pairs or groups. - Learner listens carefully when instructions are being given. - Learner is polite and respectful. - Learner brings all necessary materials and devices to all lessons.	- Learner listens carefully when instructions are being given. - Learner is polite and respectful. - Learner brings necessary materials and devices to most lessons.	when working in pairs or groups. - Learner sometimes listens when instructions are being given. - Learner demonstrates impatience and disinterest. - Learner brings necessary materials and devices to some lessons.	- Learner demonstrates impatience and disinterest. - Learner is disruptive in class. - Learner often attends lessons unprepared, without necessary materials and devices.	
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